

Monitoring and assessment - 2020

Jennings Street School (5215)



Submitted for review by Rosemary Hayes (School Principal) on 20 December, 2019 at 06:44 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 16 January, 2020 at 11:00 AM
Endorsed by Naomi Walton (School Council President) on 02 December, 2020 at 09:01 AM

Monitoring and assessment - 2020

Term 1 monitoring (optional)

Goal 2	To improve learning growth for all students in reading, writing and speaking and listening.
12-month target 2.1 target	<p>Performance against Vic Curric using teacher judgements.55% of students are working at Level D upwards in English.</p> <p>Data informed by English Judgement Tool evidences learning growth for 80% of students.</p> <p>Improved performance in school developed assessment 90% of students Level D and above will demonstrate growth in at least 3 areas of literacy based on Fountas and Pinnel diagnostic assessments.</p>
KIS 2.İ Intellectual engagement and self-awareness	To develop deeper understandings of Reading pedagogical practice.
Actions	<p>Develop a whole school understanding of what Reading Pedagogical Models at JSS looks like.</p> <p>Develop a whole school understanding of the 5 Pillars of Reading.</p>
Outcomes	<p>Leaders will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Regularly observe reading lessons to monitor implementation progress.</p> <p>Ensure key stakeholders are consulted in whole school implementation of the Reading Pedagogical Models.</p> <p>Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Teachers will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Explicitly teach students within the</p> <ul style="list-style-type: none"> Gradual Release of Responsibility Guided Reading and Shared Reading.

	<p>Explicitly develop work programs with the agreed approaches of reading models, e.g., Reader’s Workshop, Guided Reading and Shared Reading, at point of need. Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Students will; Regularly engage in the appropriate reading pedagogical practices, depending on point of need.</p>
<p>Success indicators</p>	<p>Leaders will; Build timely assessment opportunities within the PLC inquiry Monitor the Assessment Schedule. Monitor the data and evidence uploaded into the correct tracking sheet. Access data sets to monitor and evaluate the impact on teaching and learning Plan for regular Peer Observations and Learning Walks, with reflective conversations around short and long term professional goals.</p> <p>Teachers will; Adhere to the Reading Assessment Schedule. Analyse and track reading gaps and trends to determine the point of need for each student. Teach using phonic boxes, at point of need. Execute explicit teaching of Read Write Inc. Teach reading comprehension strategies, at point of need within the appropriate Reading Pedagogical Model. Teach decoding skills and strategies, at point of need within the appropriate Reading Pedagogical Model.</p> <p>Students will; D+ students will participate in reading with a ‘book bag’. D+ students will self-select from Classroom Libraries and Take Home Readers. Levels A-C will engage in Shared Reading and Phonic Boxes. D+ students are transferring their phonic awareness and knowledge to Reader’s Workshop and Guided Reading.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Analyze F & P reading cohort data to drive inquiry into target reading strategy</p> <p>Support teachers to make connections with the analysis of reading data and pedagogical model they apply</p> <p>Build deeper understandings of the application of pedagogical models.</p> <p>Align work of Learning Specialists to model reading strategy</p> <p>Align teacher PDP target to reading</p>	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%
Goal 3	To build active student engagement in learning			
12-month target 3.1 target	Improved achievement goals set for Individual Learning Plans: 90% of students achieve their ILP goals in English and Maths			
KIS 3.ij Empowering students and building school pride	To improve learning growth for all students in speaking and listening.			
Actions	Develop structured play activities for specific language goals for Primary Years Develop structured activities for specific language goals for Middle and Later Years Identify language assessments including AAC assessments for our students			

<p>Outcomes</p>	<p>Leaders will have; Increased understandings of language learning Increased understandings of how language relates to literacy</p> <p>Teachers will; Deliver targeted language interventions for students Have increased understandings of language learning Have increased understanding of their students' language ability Have increased understandings of how language relates to literacy Embed language learning activities into their work programs</p> <p>Students will; Engage in specific play activities embedded into their curriculum in Primary Have structured activities that address language embedded into the middle and later years curriculum</p>
<p>Success indicators</p>	<p>Structure and provide resources for teachers to deliver the following activities in groups:</p> <p>Primary*</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship Based Play (RBP) - Morning Circle - Show and Tell - Music therapy <p>Middle and Later *</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting <p>Progress whole school speaking and listening growth data from 61% to 71% Increased understanding of language learning through staff surveys</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Build teacher knowledge and understanding of the 5 components of reading, -phonics, phonemic awareness, vocabulary, reading comprehension and fluency components.</p> <p>Use language assessments to drive an inquiry into language components in order to build teacher knowledge and practice around language in order to promote speaking and listening learning growth.</p>	<input checked="" type="checkbox"/> Allied health	from: Term 2 to: Term 4	0%
Goal 4	To build a positive and inclusive environment that nurture the wellbeing of every student			
12-month target 4.1 target	Improved school mean POI survey Student Connectedness 5.04 - 5.08 student safety 6.11 - 6.15 classroom behaviour 4.5 - 4.9			
KIS 4.a Empowering students and building school pride	Develop understanding around what constitutes voice and agency for students at JSS.			
Actions	<p>Analyse data from the audit undertaken at the end of 2019 to identify what current practice exists in the school</p> <p>Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS.</p> <p>Develop a role and responsibility within the school dedicated to driving the SRC committee at JSS.</p> <p>The PBS committee will oversee the student voice and agency initiatives in 2020.</p>			

Outcomes	<p>Leaders will; Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school Develop supports to implement the Attitudes to school survey with a cohort of students</p> <p>Teachers will; Document an individual profile for each student detailing his or her specific learning profile. Use differentiated strategies that support access for all students to input meaningfully into their own learning. Support students to complete a voice and agency survey.</p> <p>Students will; Complete a voice and agency survey Be represented by an SRC committee that represents the whole school Implement the Attitudes to School Survey</p>
Success indicators	<p>Parent Opinion Survey: School connectedness – from 93% to 95%</p> <p>Staff Opinion Survey: Teaching & Learning: Use student feedback to improve practice – from 6% invalid – 29% neutral- 65% positive to 68% positive to 20% neutral Promote student ownership of learning – from 6% invalid – 29% neutral-65% positive to 68% to 20% neutral</p> <p>Voice & Agency survey: Baseline data set Attitudes to School Survey baseline data set</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>PBS Team regularly meet to drive the KIS strategies.</p> <p>Analyze the voice and agency survey to identify priority work with teachers.</p> <p>Establish cohort for participation in SATS.</p> <p>Establish support strategies to implement the SATS survey to increase its validity.</p>	<input checked="" type="checkbox"/> Wellbeing team	<p>from: Term 2 to: Term 4</p>	0%
Goal 5	To build senior school curriculum pedagogy and pathways.			
12-month target 5.1 target	<p>Improved Parent Opinion Survey factors of transition student safety from 6.11 - 6.15 social skills form 4.71 to 4.75</p> <p>All students 15+ have Career Action Plans and goals and strategies aligned to learning pathways</p> <p>100% of students with Career Action Plans achieve goals outlined.</p> <p>All students have a viable post school option.</p>			
KIS 5.á Curriculum planning and assessment	Establish a Senior School Curriculum, incorporating VCAL and ASDAN frameworks aligned to learning pathways			
Actions	<p>Implement VET and SWL Senior School Curriculum partners.</p> <p>Communicate with parents/carers the Senior School curriculum and learning frameworks</p>			

	<p>Participate in professional and community networks to broaden knowledge and practice Plan, portfolio, and assessment learning that aligns to VCAL Learning Outcomes and Elements. Build frameworks to implement and monitor Structured Workplace Learning and Work Experience. Ensure all students continue to have access to Travel Education, Recreation & Leisure, and Self-Care programs. Develop a Later Years student leadership team that oversees Later Years student engagement with the student, staff and parent/carer communities. Utilise ASDAN modules to inform Recreation and Leisure, Self-Care, and Vocational tasks for Blue Pathways students. Create a Careers program that caters to the needs of level F+ students</p>
<p>Outcomes</p>	<p>Leaders will; Manage VET and SWL Curriculum partners. Coordinate access to VET and SWL opportunities. Manage operational and engagement of students. Deliver information sessions to parents/carers Enrol staff in PL aligned to delivering VCAL & participate in PL Develop Q&A units for VCAL strands delivered. Plan and assess framework to audit VCAL Learning Outcomes & Elements. Create a portfolioing strategy to evidence student work aligned to VCAL Learning Outcomes & Elements, oversee certificating Create daily reflection tool for Work Experience. Ensure SWL booklets are used in placements. monitor, assess tools within SWL, Work Experience Work with Allied Health to develop Travel Ed framework for Blue, Orange, Green Pathways. Oversee lesson delivery. Support teachers to document, organise community access. Communicate with community access partners. Align to CAPS and develop strategies to empower the LY Student Leadership Team (LYSLT) to develop voice, agency and the impact on their learning and programs. Implement ASDAN booklets, their alignment to teaching.</p> <p>Teachers Will; Increase knowledge of and support the participation in VET and SWL. Communicate through SeeSaw, communication books, portfolios Attend PL Deliver content in line with the Q&A. CAPS, RU Ready, Ensure that Learning Outcomes and Elements are delivered. Portfolio student work, aligned to Learning Outcomes and Elements. ASDAN activities Build understanding of Work Experience and SWL, to build identified skills to be successful. Deliver lessons to increase access to the community. Articulate how students have built their voice and agency through the LYSLT</p> <p>Students will;</p>

	<p>Input into their learning and goals Participate in VET and SWL opportunities Engage in lessons that align to CAPS and VCAL Curriculum. Complete daily reflection tool for Work Experience, complete SWL booklets. Engage in Travel Ed and the community Articulate pathway how they have impacted the learning within the later years.</p>			
Success indicators	<p>Students achieve certificates in VET and gain hours SWL for their VCAL certificates. Information session feedback, Communication and portfolios delivered to families. Attend PL through VALA and VCAA to inform the development of VCAL curriculum, SWL, VET, and Work Experience. Portfolios student work that appropriately evidences achievement of VCAL Learning Outcomes and Elements Students complete SWL and Work Experience reflections in order to get their hours for VCAL certificates All students access activities that they are interested within the community. Students show progress in their community access checklists. Improved student agency will initiate changes to the Later Years organisation and delivery of programs. ASDAN students have portfolios that reflect their learning at JSS. ASDAN students receive certificates. Careers Unit Planner. RU Ready and CAPs include students input.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Build teacher working knowledge of senior school curriculum frameworks and the development of portfolios to evidence	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1	0%

	<p>learning</p> <p>Align human resources to support implementation of senior school curriculum including VCAL and ASDAN.</p> <p>Support students to participate in learning pathways, including work experience, placement and training modules.</p>		<p>to: Term 4</p>	
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Monitoring and assessment - 2020

Mid-year monitoring

Goal 2	To improve learning growth for all students in reading, writing and speaking and listening.
12-month target 2.1 target	<p>Performance against Vic Curric using teacher judgements.55% of students are working at Level D upwards in English.</p> <p>Data informed by English Judgement Tool evidences learning growth for 80% of students.</p> <p>Improved performance in school developed assessment 90% of students Level D and above will demonstrate growth in at least 3 areas of literacy based on Fountas and Pinnel diagnostic assessments.</p>
KIS 2.İ Intellectual engagement and self-awareness	To develop deeper understandings of Reading pedagogical practice.
Actions	<p>Develop a whole school understanding of what Reading Pedagogical Models at JSS looks like.</p> <p>Develop a whole school understanding of the 5 Pillars of Reading.</p>
Outcomes	<p>Leaders will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Regularly observe reading lessons to monitor implementation progress.</p> <p>Ensure key stakeholders are consulted in whole school implementation of the Reading Pedagogical Models.</p> <p>Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Teachers will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Explicitly teach students within the</p> <ul style="list-style-type: none"> Gradual Release of Responsibility Guided Reading and Shared Reading.

	<p>Explicitly develop work programs with the agreed approaches of reading models, e.g., Reader’s Workshop, Guided Reading and Shared Reading, at point of need. Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Students will; Regularly engage in the appropriate reading pedagogical practices, depending on point of need.</p>
<p>Success indicators</p>	<p>Leaders will; Build timely assessment opportunities within the PLC inquiry Monitor the Assessment Schedule. Monitor the data and evidence uploaded into the correct tracking sheet. Access data sets to monitor and evaluate the impact on teaching and learning Plan for regular Peer Observations and Learning Walks, with reflective conversations around short and long term professional goals.</p> <p>Teachers will; Adhere to the Reading Assessment Schedule. Analyse and track reading gaps and trends to determine the point of need for each student. Teach using phonic boxes, at point of need. Execute explicit teaching of Read Write Inc. Teach reading comprehension strategies, at point of need within the appropriate Reading Pedagogical Model. Teach decoding skills and strategies, at point of need within the appropriate Reading Pedagogical Model.</p> <p>Students will; D+ students will participate in reading with a ‘book bag’. D+ students will self-select from Classroom Libraries and Take Home Readers. Levels A-C will engage in Shared Reading and Phonic Boxes. D+ students are transferring their phonic awareness and knowledge to Reader’s Workshop and Guided Reading.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Not Completed</p>
<p>Enablers</p>	<p><input checked="" type="checkbox"/> Other</p>

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Analyze F & P reading cohort data to drive inquiry into target reading strategy</p> <p>Support teachers to make connections with the analysis of reading data and pedagogical model they apply</p> <p>Build deeper understandings of the application of pedagogical models.</p> <p>Align work of Learning Specialists to model reading strategy</p> <p>Align teacher PDP target to reading</p>	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%
Goal 3	To build active student engagement in learning			
12-month target 3.1 target	Improved achievement goals set for Individual Learning Plans: 90% of students achieve their ILP goals in English and Maths			
KIS 3.ij	To improve learning growth for all students in speaking and listening.			

Empowering students and building school pride	
Actions	<p>Develop structured play activities for specific language goals for Primary Years Develop structured activities for specific language goals for Middle and Later Years Identify language assessments including AAC assessments for our students</p>
Outcomes	<p>Leaders will have; Increased understandings of language learning Increased understandings of how language relates to literacy</p> <p>Teachers will; Deliver targeted language interventions for students Have increased understandings of language learning Have increased understanding of their students' language ability Have increased understandings of how language relates to literacy Embed language learning activities into their work programs</p> <p>Students will; Engage in specific play activities embedded into their curriculum in Primary Have structured activities that address language embedded into the middle and later years curriculum</p>
Success indicators	<p>Structure and provide resources for teachers to deliver the following activities in groups:</p> <p>Primary*</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship Based Play (RBP) - Morning Circle - Show and Tell - Music therapy <p>Middle and Later *</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting

	Progress whole school speaking and listening growth data from 61% to 71% Increased understanding of language learning through staff surveys			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Build teacher knowledge and understanding of the 5 components of reading, -phonics, phonemic awareness, vocabulary, reading comprehension and fluency.components. Use language assessments to drive an inquiry into language components in order to build teacher knowledge and practice around language in order to promote speaking and listening learning growth.	<input checked="" type="checkbox"/> Allied health	from: Term 2 to: Term 4	0%
Goal 4	To build a positive and inclusive environment that nurture the wellbeing of every student			
12-month target 4.1 target	Improved school mean POI survey Student Connectedness 5.04 - 5.08 student safety 6.11 - 6.15 classroom behaviour 4.5 - 4.9			
KIS 4.a	Develop understanding around what constitutes voice and agency for students at JSS.			

Empowering students and building school pride	
Actions	<p>Analyse data from the audit undertaken at the end of 2019 to identify what current practice exists in the school</p> <p>Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS.</p> <p>Develop a role and responsibility within the school dedicated to driving the SRC committee at JSS.</p> <p>The PBS committee will oversee the student voice and agency initiatives in 2020.</p>
Outcomes	<p>Leaders will;</p> <p>Identify and embed whole school practice that promotes student voice and agency at JSS.</p> <p>Develop school policy specific to student voice and agency within the school.</p> <p>Develop valid data sets that track student voice and agency practices within the school</p> <p>Develop supports to implement the Attitudes to school survey with a cohort of students</p> <p>Teachers will;</p> <p>Document an individual profile for each student detailing his or her specific learning profile.</p> <p>Use differentiated strategies that support access for all students to input meaningfully into their own learning.</p> <p>Support students to complete a voice and agency survey.</p> <p>Students will;</p> <p>Complete a voice and agency survey</p> <p>Be represented by an SRC committee that represents the whole school</p> <p>Implement the Attitudes to School Survey</p>
Success indicators	<p>Parent Opinion Survey:</p> <p>School connectedness – from 93% to 95%</p> <p>Staff Opinion Survey:</p> <p>Teaching & Learning:</p> <p>Use student feedback to improve practice – from 6% invalid – 29% neutral- 65% positive to 68% positive to 20% neutral</p> <p>Promote student ownership of learning – from 6% invalid – 29% neutral-65% positive to 68% to 20% neutral</p> <p>Voice & Agency survey:</p> <p>Baseline data set</p> <p>Attitudes to School Survey baseline data set</p>

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>PBS Team regularly meet to drive the KIS strategies.</p> <p>Analyze the voice and agency survey to identify priority work with teachers.</p> <p>Establish cohort for participation in SATS.</p> <p>Establish support strategies to implement the SATS survey to increase its validity.</p>	<input checked="" type="checkbox"/> Wellbeing team	<p>from: Term 2 to: Term 4</p>	<p>0%</p>
Goal 5	To build senior school curriculum pedagogy and pathways.			
12-month target 5.1 target	<p>Improved Parent Opinion Survey factors of transition student safety from 6.11 - 6.15 social skills form 4.71 to 4.75</p> <p>All students 15+ have Career Action Plans and goals and strategies aligned to learning pathways</p> <p>100% of students with Career Action Plans achieve goals outlined.</p>			

	All students have a viable post school option.
KIS 5.á Curriculum planning and assessment	Establish a Senior School Curriculum, incorporating VCAL and ASDAN frameworks aligned to learning pathways
Actions	<p>Implement VET and SWL Senior School Curriculum partners.</p> <p>Communicate with parents/carers the Senior School curriculum and learning frameworks</p> <p>Participate in professional and community networks to broaden knowledge and practice</p> <p>Plan, portfolio, and assessment learning that aligns to VCAL Learning Outcomes and Elements.</p> <p>Build frameworks to implement and monitor Structured Workplace Learning and Work Experience.</p> <p>Ensure all students continue to have access to Travel Education, Recreation & Leisure, and Self-Care programs.</p> <p>Develop a Later Years student leadership team that oversees Later Years student engagement with the student, staff and parent/carer communities.</p> <p>Utilise ASDAN modules to inform Recreation and Leisure, Self-Care, and Vocational tasks for Blue Pathways students.</p> <p>Create a Careers program that caters to the needs of level F+ students</p>
Outcomes	<p>Leaders will;</p> <p>Manage VET and SWL Curriculum partners. Coordinate access to VET and SWL opportunities. Manage operational and engagement of students.</p> <p>Deliver information sessions to parents/carers</p> <p>Enrol staff in PL aligned to delivering VCAL & participate in PL</p> <p>Develop Q&A units for VCAL strands delivered.</p> <p>Plan and assess framework to audit VCAL Learning Outcomes & Elements.</p> <p>Create a portfolioing strategy to evidence student work aligned to VCAL Learning Outcomes & Elements, oversee certificating</p> <p>Create daily reflection tool for Work Experience.</p> <p>Ensure SWL booklets are used in placements. monitor, assess tools within SWL, Work Experience</p> <p>Work with Allied Health to develop Travel Ed framework for Blue, Orange, Green Pathways. Oversee lesson delivery.</p> <p>Support teachers to document, organise community access. Communicate with community access partners.</p> <p>Align to CAPS and develop strategies to empower the LY Student Leadership Team (LYSLT) to develop voice, agency and the impact on their learning and programs.</p> <p>Implement ASDAN booklets, their alignment to teaching.</p> <p>Teachers Will;</p> <p>Increase knowledge of and support the participation in VET and SWL.</p> <p>Communicate through SeeSaw, communication books, portfolios</p>

	<p>Attend PL Deliver content in line with the Q&A. CAPS, RU Ready, Ensure that Learning Outcomes and Elements are delivered. Portfolio student work, aligned to Learning Outcomes and Elements. ASDAN activities Build understanding of Work Experience and SWL, to build identified skills to be successful. Deliver lessons to increase access to the community. Articulate how students have built their voice and agency through the LYSLT</p> <p>Students will; Input into their learning and goals Participate in VET and SWL opportunities Engage in lessons that align to CAPS and VCAL Curriculum. Complete daily reflection tool for Work Experience, complete SWL booklets. Engage in Travel Ed and the community Articulate pathway how they have impacted the learning within the later years.</p>
Success indicators	<p>Students achieve certificates in VET and gain hours SWL for their VCAL certificates. Information session feedback, Communication and portfolios delivered to families. Attend PL through VALA and VCAA to inform the development of VCAL curriculum, SWL, VET, and Work Experience. Portfolios student work that appropriately evidences achievement of VCAL Learning Outcomes and Elements Students complete SWL and Work Experience reflections in order to get their hours for VCAL certificates All students access activities that they are interested within the community. Students show progress in their community access checklists. Improved student agency will initiate changes to the Later Years organisation and delivery of programs. ASDAN students have portfolios that reflect their learning at JSS. ASDAN students receive certificates. Careers Unit Planner. RU Ready and CAPs include students input.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Build teacher working knowledge of senior school curriculum frameworks and the development of portfolios to evidence learning</p> <p>Align human resources to support implementation of senior school curriculum including VCAL and ASDAN.</p> <p>Support students to participate in learning pathways, including work experience, placement and training modules.</p>	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2020

Term 3 monitoring (optional)

Goal 2	To improve learning growth for all students in reading, writing and speaking and listening.
12-month target 2.1 target	<p>Performance against Vic Curric using teacher judgements.55% of students are working at Level D upwards in English.</p> <p>Data informed by English Judgement Tool evidences learning growth for 80% of students.</p> <p>Improved performance in school developed assessment 90% of students Level D and above will demonstrate growth in at least 3 areas of literacy based on Fountas and Pinnel diagnostic assessments.</p>
KIS 2.İ Intellectual engagement and self-awareness	To develop deeper understandings of Reading pedagogical practice.
Actions	<p>Develop a whole school understanding of what Reading Pedagogical Models at JSS looks like.</p> <p>Develop a whole school understanding of the 5 Pillars of Reading.</p>
Outcomes	<p>Leaders will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Regularly observe reading lessons to monitor implementation progress.</p> <p>Ensure key stakeholders are consulted in whole school implementation of the Reading Pedagogical Models.</p> <p>Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Teachers will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Explicitly teach students within the</p> <ul style="list-style-type: none"> Gradual Release of Responsibility Guided Reading and Shared Reading.

	<p>Explicitly develop work programs with the agreed approaches of reading models, e.g., Reader’s Workshop, Guided Reading and Shared Reading, at point of need. Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Students will; Regularly engage in the appropriate reading pedagogical practices, depending on point of need.</p>
<p>Success indicators</p>	<p>Leaders will; Build timely assessment opportunities within the PLC inquiry Monitor the Assessment Schedule. Monitor the data and evidence uploaded into the correct tracking sheet. Access data sets to monitor and evaluate the impact on teaching and learning Plan for regular Peer Observations and Learning Walks, with reflective conversations around short and long term professional goals.</p> <p>Teachers will; Adhere to the Reading Assessment Schedule. Analyse and track reading gaps and trends to determine the point of need for each student. Teach using phonic boxes, at point of need. Execute explicit teaching of Read Write Inc. Teach reading comprehension strategies, at point of need within the appropriate Reading Pedagogical Model. Teach decoding skills and strategies, at point of need within the appropriate Reading Pedagogical Model.</p> <p>Students will; D+ students will participate in reading with a ‘book bag’. D+ students will self-select from Classroom Libraries and Take Home Readers. Levels A-C will engage in Shared Reading and Phonic Boxes. D+ students are transferring their phonic awareness and knowledge to Reader’s Workshop and Guided Reading.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Analyze F & P reading cohort data to drive inquiry into target reading strategy</p> <p>Support teachers to make connections with the analysis of reading data and pedagogical model they apply</p> <p>Build deeper understandings of the application of pedagogical models.</p> <p>Align work of Learning Specialists to model reading strategy</p> <p>Align teacher PDP target to reading</p>	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%
Goal 3	To build active student engagement in learning			
12-month target 3.1 target	Improved achievement goals set for Individual Learning Plans: 90% of students achieve their ILP goals in English and Maths			
KIS 3.ij Empowering students and building school pride	To improve learning growth for all students in speaking and listening.			
Actions	Develop structured play activities for specific language goals for Primary Years Develop structured activities for specific language goals for Middle and Later Years Identify language assessments including AAC assessments for our students			

<p>Outcomes</p>	<p>Leaders will have; Increased understandings of language learning Increased understandings of how language relates to literacy</p> <p>Teachers will; Deliver targeted language interventions for students Have increased understandings of language learning Have increased understanding of their students' language ability Have increased understandings of how language relates to literacy Embed language learning activities into their work programs</p> <p>Students will; Engage in specific play activities embedded into their curriculum in Primary Have structured activities that address language embedded into the middle and later years curriculum</p>
<p>Success indicators</p>	<p>Structure and provide resources for teachers to deliver the following activities in groups:</p> <p>Primary*</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship Based Play (RBP) - Morning Circle - Show and Tell - Music therapy <p>Middle and Later *</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting <p>Progress whole school speaking and listening growth data from 61% to 71% Increased understanding of language learning through staff surveys</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Build teacher knowledge and understanding of the 5 components of reading, -phonics, phonemic awareness, vocabulary, reading comprehension and fluency components.</p> <p>Use language assessments to drive an inquiry into language components in order to build teacher knowledge and practice around language in order to promote speaking and listening learning growth.</p>	<input checked="" type="checkbox"/> Allied health	from: Term 2 to: Term 4	0%
Goal 4	To build a positive and inclusive environment that nurture the wellbeing of every student			
12-month target 4.1 target	Improved school mean POI survey Student Connectedness 5.04 - 5.08 student safety 6.11 - 6.15 classroom behaviour 4.5 - 4.9			
KIS 4.a Empowering students and building school pride	Develop understanding around what constitutes voice and agency for students at JSS.			
Actions	<p>Analyse data from the audit undertaken at the end of 2019 to identify what current practice exists in the school</p> <p>Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS.</p> <p>Develop a role and responsibility within the school dedicated to driving the SRC committee at JSS.</p> <p>The PBS committee will oversee the student voice and agency initiatives in 2020.</p>			

<p>Outcomes</p>	<p>Leaders will; Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school Develop supports to implement the Attitudes to school survey with a cohort of students</p> <p>Teachers will; Document an individual profile for each student detailing his or her specific learning profile. Use differentiated strategies that support access for all students to input meaningfully into their own learning. Support students to complete a voice and agency survey.</p> <p>Students will; Complete a voice and agency survey Be represented by an SRC committee that represents the whole school Implement the Attitudes to School Survey</p>
<p>Success indicators</p>	<p>Parent Opinion Survey: School connectedness – from 93% to 95%</p> <p>Staff Opinion Survey: Teaching & Learning: Use student feedback to improve practice – from 6% invalid – 29% neutral- 65% positive to 68% positive to 20% neutral Promote student ownership of learning – from 6% invalid – 29% neutral-65% positive to 68% to 20% neutral</p> <p>Voice & Agency survey: Baseline data set Attitudes to School Survey baseline data set</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>Commentary on progress</p>	

Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>PBS Team regularly meet to drive the KIS strategies.</p> <p>Analyze the voice and agency survey to identify priority work with teachers.</p> <p>Establish cohort for participation in SATS.</p> <p>Establish support strategies to implement the SATS survey to increase its validity.</p>	<input checked="" type="checkbox"/> Wellbeing team	<p>from: Term 2 to: Term 4</p>	0%
Goal 5	To build senior school curriculum pedagogy and pathways.			
12-month target 5.1 target	<p>Improved Parent Opinion Survey factors of transition student safety from 6.11 - 6.15 social skills form 4.71 to 4.75</p> <p>All students 15+ have Career Action Plans and goals and strategies aligned to learning pathways</p> <p>100% of students with Career Action Plans achieve goals outlined.</p> <p>All students have a viable post school option.</p>			
KIS 5.á Curriculum planning and assessment	Establish a Senior School Curriculum, incorporating VCAL and ASDAN frameworks aligned to learning pathways			
Actions	<p>Implement VET and SWL Senior School Curriculum partners.</p> <p>Communicate with parents/carers the Senior School curriculum and learning frameworks</p>			

	<p>Participate in professional and community networks to broaden knowledge and practice Plan, portfolio, and assessment learning that aligns to VCAL Learning Outcomes and Elements. Build frameworks to implement and monitor Structured Workplace Learning and Work Experience. Ensure all students continue to have access to Travel Education, Recreation & Leisure, and Self-Care programs. Develop a Later Years student leadership team that oversees Later Years student engagement with the student, staff and parent/carer communities. Utilise ASDAN modules to inform Recreation and Leisure, Self-Care, and Vocational tasks for Blue Pathways students. Create a Careers program that caters to the needs of level F+ students</p>
<p>Outcomes</p>	<p>Leaders will; Manage VET and SWL Curriculum partners. Coordinate access to VET and SWL opportunities. Manage operational and engagement of students. Deliver information sessions to parents/carers Enrol staff in PL aligned to delivering VCAL & participate in PL Develop Q&A units for VCAL strands delivered. Plan and assess framework to audit VCAL Learning Outcomes & Elements. Create a portfolioing strategy to evidence student work aligned to VCAL Learning Outcomes & Elements, oversee certificating Create daily reflection tool for Work Experience. Ensure SWL booklets are used in placements. monitor, assess tools within SWL, Work Experience Work with Allied Health to develop Travel Ed framework for Blue, Orange, Green Pathways. Oversee lesson delivery. Support teachers to document, organise community access. Communicate with community access partners. Align to CAPS and develop strategies to empower the LY Student Leadership Team (LYSLT) to develop voice, agency and the impact on their learning and programs. Implement ASDAN booklets, their alignment to teaching.</p> <p>Teachers Will; Increase knowledge of and support the participation in VET and SWL. Communicate through SeeSaw, communication books, portfolios Attend PL Deliver content in line with the Q&A. CAPS, RU Ready, Ensure that Learning Outcomes and Elements are delivered. Portfolio student work, aligned to Learning Outcomes and Elements. ASDAN activities Build understanding of Work Experience and SWL, to build identified skills to be successful. Deliver lessons to increase access to the community. Articulate how students have built their voice and agency through the LYSLT</p> <p>Students will;</p>

	<p>Input into their learning and goals Participate in VET and SWL opportunities Engage in lessons that align to CAPS and VCAL Curriculum. Complete daily reflection tool for Work Experience, complete SWL booklets. Engage in Travel Ed and the community Articulate pathway how they have impacted the learning within the later years.</p>			
Success indicators	<p>Students achieve certificates in VET and gain hours SWL for their VCAL certificates. Information session feedback, Communication and portfolios delivered to families. Attend PL through VALA and VCAA to inform the development of VCAL curriculum, SWL, VET, and Work Experience. Portfolios student work that appropriately evidences achievement of VCAL Learning Outcomes and Elements Students complete SWL and Work Experience reflections in order to get their hours for VCAL certificates All students access activities that they are interested within the community. Students show progress in their community access checklists. Improved student agency will initiate changes to the Later Years organisation and delivery of programs. ASDAN students have portfolios that reflect their learning at JSS. ASDAN students receive certificates. Careers Unit Planner. RU Ready and CAPs include students input.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Build teacher working knowledge of senior school curriculum frameworks and the development of portfolios to evidence	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1	0%

	<p>learning</p> <p>Align human resources to support implementation of senior school curriculum including VCAL and ASDAN.</p> <p>Support students to participate in learning pathways, including work experience, placement and training modules.</p>		<p>to: Term 4</p>	
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Monitoring and assessment - 2020

End-of-year monitoring

Goal 2	To improve learning growth for all students in reading, writing and speaking and listening.
12-month target 2.1 target	<p>Performance against Vic Curric using teacher judgements.55% of students are working at Level D upwards in English.</p> <p>Data informed by English Judgement Tool evidences learning growth for 80% of students.</p> <p>Improved performance in school developed assessment 90% of students Level D and above will demonstrate growth in at least 3 areas of literacy based on Fountas and Pinnel diagnostic assessments.</p>
Has this 12-month target met	Not Met
KIS 2.İ Intellectual engagement and self-awareness	To develop deeper understandings of Reading pedagogical practice.
Actions	<p>Develop a whole school understanding of what Reading Pedagogical Models at JSS looks like.</p> <p>Develop a whole school understanding of the 5 Pillars of Reading.</p>
Outcomes	<p>Leaders will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Regularly observe reading lessons to monitor implementation progress.</p> <p>Ensure key stakeholders are consulted in whole school implementation of the Reading Pedagogical Models.</p> <p>Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Teachers will;</p> <p>Be able to articulate the Reading Pedagogical Models used from Levels A-D and F+.</p> <p>Explicitly teach students within the Gradual Release of Responsibility</p>

	<p>Guided Reading and Shared Reading.</p> <p>Explicitly develop work programs with the agreed approaches of reading models, e.g., Reader’s Workshop, Guided Reading and Shared Reading, at point of need.</p> <p>Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Students will; Regularly engage in the appropriate reading pedagogical practices, depending on point of need.</p>
Success indicators	<p>Leaders will; Build timely assessment opportunities within the PLC inquiry Monitor the Assessment Schedule. Monitor the data and evidence uploaded into the correct tracking sheet. Access data sets to monitor and evaluate the impact on teaching and learning Plan for regular Peer Observations and Learning Walks, with reflective conversations around short and long term professional goals.</p> <p>Teachers will; Adhere to the Reading Assessment Schedule. Analyse and track reading gaps and trends to determine the point of need for each student. Teach using phonic boxes, at point of need. Execute explicit teaching of Read Write Inc. Teach reading comprehension strategies, at point of need within the appropriate Reading Pedagogical Model. Teach decoding skills and strategies, at point of need within the appropriate Reading Pedagogical Model.</p> <p>Students will; D+ students will participate in reading with a ‘book bag’. D+ students will self-select from Classroom Libraries and Take Home Readers. Levels A-C will engage in Shared Reading and Phonic Boxes. D+ students are transferring their phonic awareness and knowledge to Reader’s Workshop and Guided Reading.</p>
Delivery of the annual actions for this KIS	Partially Completed
Enablers	<p><input checked="" type="checkbox"/> Sufficient budget</p> <p><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</p>

<ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Covid limited on-site work</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Middle level leaders were able to articulate the Reading Pedagogical Models used from Levels A-D and F+ in the PLC cycle introducing remote learning and the new staff induction (evidence: PLC calendar Term 2)</p> <p>Middle level leaders have regularly observed new staff's reading lessons to monitor implementation progress and observed in remote teaching (evidence: coaching documents, peer observation coaching documents).</p> <p>Middle level leaders have begun to explore understandings of how and why communication and language supports literacy in our term 4 PLC cycle (evidence: PLC calendar Term 4).</p> <p>Teachers can articulate the Reading Pedagogical Models used from Levels A-D and F+ as shown in the school review, new teacher induction and remote teaching PLCs (evidence: A-C work program, F+ work program, PLC minutes, Term 2 PLC calendar).</p> <p>Teachers are using the Gradual Release of Responsibility through one of the three instructional models (evidence: A-C work program and F+ work program).</p> <p>Students are regularly engaging in the appropriate reading pedagogical practices, depending on point of need as shown in remote teaching, work programs showing differentiation.</p>

<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Leaders will: Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Teachers will: Explicitly develop work programs with the agreed approaches of reading models, e.g., Reader's Workshop, Guided Reading and Shared Reading, at point of need. Be able to articulate whole school approaches and understandings of how and why communication and language supports literacy.</p> <p>Students will: regularly engage in literacy with appropriate goals and supports for their communication and language.</p>			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. Coaching - Action Tracking Hayley 14th April.docx (0.01 MB) 2. Coaching - Action Tracking Hayley 20th April.docx (0.02 MB) 3. Coaching - Action Tracking Hayley 28th April.docx (0.02 MB) 4. JSS PLC Calendar Term 4.docx (0.05 MB) 5. JSS PLC Calendar Term 2 Revised 2.docx (0.05 MB) 6. New Planner - PY1 - Term 4 - 4.2.docx (0.21 MB) 7. Peer Observations Remote Learning.docx (0.07 MB) 8. PLC wk 3 T2.docx (0.02 MB) 9. Tiarnan's Literacy Planner Pedagogical Model 1 Reader's Workshop.docx (0.04 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Analyze F & P reading cohort data to drive inquiry into target reading strategy</p> <p>Support teachers to make connections with</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<p>0%</p>

	<p>the analysis of reading data and pedagogical model they apply</p> <p>Build deeper understandings of the application of pedagogical models.</p> <p>Align work of Learning Specialists to model reading strategy</p> <p>Align teacher PDP target to reading</p>			
Goal 3	To build active student engagement in learning			
12-month target 3.1 target	Improved achievement goals set for Individual Learning Plans: 90% of students achieve their ILP goals in English and Maths			
Has this 12-month target met	Not Met			
KIS 3.ij Empowering students and building school pride	To improve learning growth for all students in speaking and listening.			
Actions	<p>Develop structured play activities for specific language goals for Primary Years</p> <p>Develop structured activities for specific language goals for Middle and Later Years</p> <p>Identify language assessments including AAC assessments for our students</p>			
Outcomes	<p>Leaders will have;</p> <p>Increased understandings of language learning</p> <p>Increased understandings of how language relates to literacy</p> <p>Teachers will;</p> <p>Deliver targeted language interventions for students</p> <p>Have increased understandings of language learning</p> <p>Have increased understanding of their students' language ability</p> <p>Have increased understandings of how language relates to literacy</p> <p>Embed language learning activities into their work programs</p>			

	<p>Students will; Engage in specific play activities embedded into their curriculum in Primary Have structured activities that address language embedded into the middle and later years curriculum</p>
Success indicators	<p>Structure and provide resources for teachers to deliver the following activities in groups:</p> <p>Primary*</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship Based Play (RBP) - Morning Circle - Show and Tell - Music therapy <p>Middle and Later *</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting <p>Progress whole school speaking and listening growth data from 61% to 71% Increased understanding of language learning through staff surveys</p>
Delivery of the annual actions for this KIS	Not Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>COVID</p>

<ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Primary years: In term one we planned for a structured pretend play program and professional learning for staff in relationship based play (RBP). We developed and presented on RBP and began work on a RBP assessment. Due to COVID we were unable to present and implement a pretend play program. We picked up on RBP again in term 4 once we were onsite and we anticipate to have a formative assessment developed by end 2020.</p> <p>Middle & Later: Our committees for discussion of assessment and targeting language abilities was on hold during COVID. In term 4 we have established a PLC inquiry into speaking and listening teaching and learning, using judgement tool data to drive our investigation. We have begun to make links from other areas of the curriculum to language learning and each section of the school is looking to narrow our focus to a particular curriculum content descriptor. We will do this in order to both discover where we are not progressing with students and to investigate teacher knowledge and practice. We have begun to discuss assessments for literacy in our sub committee. We anticipate that by the end of the inquiry cycle we will have a better way to assess or analyse speaking and listening data, and a better understanding from teachers of language skills in our students.</p> <p>Lego therapy is underway in later years, targeting social understanding.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>We will continue to develop a viable pretend play and RBP program for primary years and social play for middle and later.</p> <p>Morning meeting and morning circle will continue to be a focus for revision.</p> <p>Allied health will play a key role with the personal and social and English sub committees.</p> <p>The next AIP should continue to focus on key understandings of language learning and its relationship to literacy and personal and social learning.</p>

<ul style="list-style-type: none"> • <i>How will the outcome influence the next AIP?</i> 				
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. Learn to Play.pdf (1.27 MB) 2. Relationship based play_2020 (1).pdf (1.62 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Build teacher knowledge and understanding of the 5 components of reading,-phonics, phonemic awareness, vocabulary, reading comprehension and fluency.components.</p> <p>Use language assessments to drive an inquiry into language components in order to build teacher knowledge and practice around language in order to promote speaking and listening learning growth.</p>	<input checked="" type="checkbox"/> Allied health	from: Term 2 to: Term 4	0%
Goal 4	To build a positive and inclusive environment that nurture the wellbeing of every student			
12-month target 4.1 target	Improved school mean POI survey Student Connectedness 5.04 - 5.08 student safety 6.11 - 6.15 classroom behaviour 4.5 - 4.9			
Has this 12-month target met	Not Met			
KIS 4.a Empowering students and building school pride	Develop understanding around what constitutes voice and agency for students at JSS.			

Actions	<p>Analyse data from the audit undertaken at the end of 2019 to identify what current practice exists in the school</p> <p>Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS.</p> <p>Develop a role and responsibility within the school dedicated to driving the SRC committee at JSS.</p> <p>The PBS committee will oversee the student voice and agency initiatives in 2020.</p>
Outcomes	<p>Leaders will;</p> <p>Identify and embed whole school practice that promotes student voice and agency at JSS.</p> <p>Develop school policy specific to student voice and agency within the school.</p> <p>Develop valid data sets that track student voice and agency practices within the school</p> <p>Develop supports to implement the Attitudes to school survey with a cohort of students</p> <p>Teachers will;</p> <p>Document an individual profile for each student detailing his or her specific learning profile.</p> <p>Use differentiated strategies that support access for all students to input meaningfully into their own learning.</p> <p>Support students to complete a voice and agency survey.</p> <p>Students will;</p> <p>Complete a voice and agency survey</p> <p>Be represented by an SRC committee that represents the whole school</p> <p>Implement the Attitudes to School Survey</p>
Success indicators	<p>Parent Opinion Survey:</p> <p>School connectedness – from 93% to 95%</p> <p>Staff Opinion Survey:</p> <p>Teaching & Learning:</p> <p>Use student feedback to improve practice – from 6% invalid – 29% neutral- 65% positive to 68% positive to 20% neutral</p> <p>Promote student ownership of learning – from 6% invalid – 29% neutral-65% positive to 68% to 20% neutral</p> <p>Voice & Agency survey:</p> <p>Baseline data set</p> <p>Attitudes to School Survey baseline data set</p>
Delivery of the annual actions for this KIS	Partially Completed

<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<p><input checked="" type="checkbox"/> Other</p> <p>COVID 19, remote learning</p>
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<p><input checked="" type="checkbox"/> Change in priorities of the school i.e., school review identified new directions</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>SRC is established and will roll over into 2021. New criteria based on student personal & social learning data has been developed to identify students for selection and parameters around the roles and responsibilities of SRC reps.</p> <p>Learning specialists created a scope and sequence for inquiry learning 2021 that allows for flexibility of choice for learning content to facilitate student voice into final decision making</p>
<p>Future planning</p>	<p>Document the role and responsibilities of SRC reps at JSS.</p> <p>Document the criteria for selection.</p> <p>Select members of the PBS team will participate in a regional Professional Learning program around student voice and agency.</p>

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Additional planning of the inquiry scope and sequence for 2022 and beyond to reflect this flexibility. Develop a data set around student voice and agency. Develop whole school approaches to embedding student voice and agency within the school. Consult with AH to redevelop the student profile for use across the school</p>			
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>PBS Team regularly meet to drive the KIS strategies.</p> <p>Analyze the voice and agency survey to identify priority work with teachers.</p> <p>Establish cohort for participation in SATS.</p> <p>Establish support strategies to implement the SATS survey to increase its validity.</p>	<input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	0%
Goal 5		To build senior school curriculum pedagogy and pathways.		

12-month target 5.1 target	<p>Improved Parent Opinion Survey factors of transition student safety from 6.11 - 6.15 social skills form 4.71 to 4.75</p> <p>All students 15+ have Career Action Plans and goals and strategies aligned to learning pathways</p> <p>100% of students with Career Action Plans achieve goals outlined.</p> <p>All students have a viable post school option.</p>
Has this 12-month target met	Not Met
KIS 5.á Curriculum planning and assessment	Establish a Senior School Curriculum, incorporating VCAL and ASDAN frameworks aligned to learning pathways
Actions	<p>Implement VET and SWL Senior School Curriculum partners.</p> <p>Communicate with parents/carers the Senior School curriculum and learning frameworks</p> <p>Participate in professional and community networks to broaden knowledge and practice</p> <p>Plan, portfolio, and assessment learning that aligns to VCAL Learning Outcomes and Elements.</p> <p>Build frameworks to implement and monitor Structured Workplace Learning and Work Experience.</p> <p>Ensure all students continue to have access to Travel Education, Recreation & Leisure, and Self-Care programs.</p> <p>Develop a Later Years student leadership team that oversees Later Years student engagement with the student, staff and parent/carer communities.</p> <p>Utilise ASDAN modules to inform Recreation and Leisure, Self-Care, and Vocational tasks for Blue Pathways students.</p> <p>Create a Careers program that caters to the needs of level F+ students</p>
Outcomes	<p>Leaders will;</p> <p>Manage VET and SWL Curriculum partners. Coordinate access to VET and SWL opportunities. Manage operational and engagement of students.</p> <p>Deliver information sessions to parents/carers</p> <p>Enrol staff in PL aligned to delivering VCAL & participate in PL</p> <p>Develop Q&A units for VCAL strands delivered.</p> <p>Plan and assess framework to audit VCAL Learning Outcomes & Elements.</p> <p>Create a portfolioing strategy to evidence student work aligned to VCAL Learning Outcomes & Elements, oversee certificating</p> <p>Create daily reflection tool for Work Experience.</p> <p>Ensure SWL booklets are used in placements. monitor, assess tools within SWL, Work Experience</p> <p>Work with Allied Health to develop Travel Ed framework for Blue, Orange, Green Pathways. Oversee lesson delivery.</p> <p>Support teachers to document, organise community access. Communicate with community access partners.</p>

	<p>Align to CAPS and develop strategies to empower the LY Student Leadership Team (LYSLT) to develop voice, agency and the impact on their learning and programs. Implement ASDAN booklets, their alignment to teaching.</p> <p>Teachers Will; Increase knowledge of and support the participation in VET and SWL. Communicate through SeeSaw, communication books, portfolios Attend PL Deliver content in line with the Q&A. CAPS, RU Ready, Ensure that Learning Outcomes and Elements are delivered. Portfolio student work, aligned to Learning Outcomes and Elements. ASDAN activities Build understanding of Work Experience and SWL, to build identified skills to be successful. Deliver lessons to increase access to the community. Articulate how students have built their voice and agency through the LYSLT</p> <p>Students will; Input into their learning and goals Participate in VET and SWL opportunities Engage in lessons that align to CAPS and VCAL Curriculum. Complete daily reflection tool for Work Experience, complete SWL booklets. Engage in Travel Ed and the community Articulate pathway how they have impacted the learning within the later years.</p>
Success indicators	<p>Students achieve certificates in VET and gain hours SWL for their VCAL certificates. Information session feedback, Communication and portfolios delivered to families. Attend PL through VALA and VCAA to inform the development of VCAL curriculum, SWL, VET, and Work Experience. Portfolios student work that appropriately evidences achievement of VCAL Learning Outcomes and Elements Students complete SWL and Work Experience reflections in order to get their hours for VCAL certificates All students access activities that they are interested within the community. Students show progress in their community access checklists. Improved student agency will initiate changes to the Later Years organisation and delivery of programs. ASDAN students have portfolios that reflect their learning at JSS. ASDAN students receive certificates. Careers Unit Planner. RU Ready and CAPs include students input.</p>
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Build teacher working knowledge of senior school curriculum frameworks and the development of portfolios to evidence learning</p> <p>Align human resources to support implementation of senior school curriculum including VCAL and ASDAN.</p> <p>Support students to participate in learning pathways, including work experience, placement and training modules.</p>	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2020

SEIL Feedback

Submitted Feedback

Thank you for your reflections and attached resources/examples for your 2020 Annual Implementation Plan. I would like to take this opportunity to firstly thank you for your hard work and commitment to high quality teaching and learning through remote and flexible learning and of course, the requirements of COVID safety at return of students on site. I understand that this has required many hours of work often within very short timelines. The School REview undertaken this year has been a testament to the quality of the teaching and learning program at Jennings St School. You completed a comprehensive and thoughtful PRSE and reflective practice within your leadership team and your middle leaders was evident at every point of what was a comprehensive four day review. While there were some areas of the AIP that have not been completed as intended due to the COVID restrictions, there has been much achieved during the year as the improvement to teaching practice, learning outcomes supported intentionally by the Allied Health team has been evidently impressive. I understand that the future areas of work will include the senior secondary program, the deeper focus on data literacy and assessment and continued teacher capacity building. Congratulations on the work that has been achieved this year within the context of significant challenge, and thank you for your support of your students and families

Submitted by Judy Maguire (SEIL) on 04 January, 2021 at 03:44 PM